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ABSTRACT

The final report presents descriptions of activities, procedures, evaluations, recommendations, and conclusions of two series of workshops undertaken to inform ABE teachers in New England of innovative techniques in teaching English as a second language (ESL). Workshop participants were introduced to fresh and provocative teaching methods that could be used creatively to stimulate student interest. Creativity and having teachers write their own language materials or adapt existing material to their own needs were emphasized. Part 1 of the report describes the Saxton's River and Presque Isle workshops for adult speakers of French, followup workshops, and evaluations and comments based on responses to a questionnaire. Appended are guidelines to ESL techniques, a transformation grid, a six-page bibliography, and a list of staff and participants. Workshops in Boston, Providence, and Hartford to improve classroom skills of ESL teachers are described and evaluated in part 2, and guidelines to such ESL techniques as the Silent Way, action chain, controlled conversation, skits, vocabulary and spelling games are discussed. Participant lists are appended. Recommendations and conclusions regarding workshops, participants, and procedures conclude the report. Participants expressed positive results from the workshops. (Author/NH)

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FINAL REPORT
Aug. 3, 1972
Project No 323

Grant No. OEG-071-4394

Adult Education Act of 1966, Section 309

TEACHER TRAINING WORKSHOP FOR TESL TO ADULT SPEAKERS OF FRENCH

and

ENGLISH AS A SECOND LANGUAGE WORKSHOP

in

BOSTON, PROVIDENCE, HARTFORD

July 22, 1971 - August 31, 1972

The Experiment in International Living's
SCHOOL FOR INTERNATIONAL TRAINING
Brattleboro, Vermont 05301

CE002499

The project reported herein was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education.

ABSTRACT

PURPOSE

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The workshops conducted by the School for International Training were undertaken as a means of informing ABE teachers in the New England area of innovative techniques in teaching English as a second language. The participants in the workshops were introduced to teaching methods that were fresh and provocative and could be used creatively in the classroom to stimulate the interest of the students. There was an emphasis on having the teachers write their own language materials or adapt existing material to their own needs. This emphasis on creativity was one of the major goals of the workshops, with emphasis on the teacher finding out the needs of his students and creating lively and interesting lessons.

The workshops had as a secondary objective the heightening of cultural sensitivity of a teacher towards his students. The workshop staff, by turning the participants into language learners rather than language teachers, tried to show the complexities of second-language learning and the burden that is placed on the student.

It was not our purpose to demonstrate the advantages of one particular teaching method over another, or to show why one method works and another does not. It was, however, to give the teacher a choice. It is the teacher's responsibility to look to the need of the class first, adjust his methods to what will work best for them, and then create lessons that will be most effective in helping his students master the English language.

PROCEDURE

The workshops all began with a lecture-discussion on the theories behind language teaching. A brief overview of the linguistic, semantic and

pedagogical aspects of a language lesson was presented. The participants were told of the importance of a) the amount and complexity of material presented during a lesson, b) the type of information conveyed, and c) the manner in which the material is presented to the students.

Following these discussions, there were presentations by staff members of various ESL techniques. After a brief demonstration of the technique, there was time to discuss the method both from the point of view of the teacher and the student. Participants were then given time to work out a lesson of their own utilizing the same technique to be demonstrated in a brief lesson before a small group or the entire class.

In each workshop some time was set aside for presentation of cross-cultural material, in the form of role plays, simulations, games and films.

Readings were handed out at the beginning of each workshop which were to be discussed either in small groups or by the group at large. The readings were generally tied in with the newest trends in ESL teaching.

Each workshop was concluded with an evaluation. The participants were asked to rate the quality of the instruction, the staff, the materials used, the amount of material covered, etc., to give the staff an idea of what could be changed for future workshops of this type.

Two means of follow-up were employed. In 1971 follow-up workshops were held to give the participants a chance to discuss what (if anything) they had learned from the original workshops held some months earlier. In the 1972 workshops the participants were asked to write follow-up reports describing a new technique they had used in the classroom and how it had worked for them. Once a successful follow-up was completed, the participants were granted graduate credit from the School for International Training.

RESULTS AND CONCLUSIONS

The response from the participants in all the workshops was uniformly favorable. The participants were enthusiastic about the number of teaching methods they were exposed to in such a brief period of time. They looked favorably upon the discussions following each technique and enjoyed practicing the techniques with each other. A new awareness to their students' needs was generally expressed in addition to an awareness of their own responsibilities as teachers. In some cases participants questioned the relevance of cultural simulations, games, etc. and did not always understand the brief introduction to linguistics. It was felt that a two-week workshop was more successful than a one-week workshop, as more time was spent on discussion of each teaching technique thoroughly, it also gave the participants and staff members a better chance to share ideas and experiences.

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PREFACE

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The original goal of this workshop was to give training to teachers of English to adult speakers of French in the New England area. This was somewhat modified as a result of circumstances. We were delighted to include a group of nineteen ABE educators from the state of Louisiana.

We found out that we also had participants in our workshop who were not primarily ESL teachers, but were administrators, supervisors, and ABE teachers. This caused some problems in both of the workshops, as our area of expertise is principally in language teaching and language teacher training. In most instances we relied upon our backgrounds in teacher training. We also relied heavily upon our group leaders and consultant specialists to fill in the needed areas of knowledge.

It seems that during the planning of an undertaking such as this, there is never enough time and we could have used more. In spite of these obvious problems we feel that we have accomplished most of the objectives which we established in our original proposal such as :

> "To identify and illustrate sound and applicable methods of teaching English as a Second Language."
>
> "The teacher will be able to demonstrate and create an effective learning situation using good ESL techniques."
>
> "Through participation in interest-centered groups focusing on specific problems of the ESL teacher of French-speaking adults, the participants will gain expertise in a specific problem area."

and others.

Besides the workshop which was conducted at Saxton's River, Vermont, there was a one-week workshop conducted at Presque Isle, Maine. This workshop was conducted for participants from northern Maine. The schedule and list of participants are included in this report.

The following report provides an outline of the purposes, objectives, training design and results of the teacher training project conducted at the School for International Training in 1971.

FINAL REPORT
AND
EVALUATION

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WORKSHOP FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE
TO ADULT SPEAKERS OF FRENCH

This report is in two sections: Description and Evaluation. Section I attempts only to describe the activities of the workshop and to outline briefly the purpose of the activities.

SECTION I. DESCRIPTION OF THE WORKSHOP

A. Pre-Workshop Staff Training

Seven participants/group leaders selected by state directors (2 from Vermont, 2 from Louisiana, 1 each from New Hampshire, Massachusetts, and New York) met with the workshop staff on Thursday and Friday to preview the workshop.

The group leaders were briefed on the structure of the workshop and the function of the small groups. The group leaders were assigned the task of acting as catalysts between the workshop staff and the participants. The group leaders were expected to lead discussion on and to assist the participants in understanding the various techniques presented during the workshop. The group leaders were given both live and taped observation of the basic ESL techniques and were led in a discussion of these techniques by the workshop staff.

B. Reception of Participants

On Sunday night after dinner all members of the workshop staff and participants took part in a brief non-verbal get-acquainted session. The purpose of this session was both social and educational -- the importance of and our dependence on language being the educational purpose. The reception was immediately followed by a film "The Boy Next Door." The film emphasized the language barrier of two children at play with no common language.

C. Organization Day (First Day)

Introductory Lecture The first formal session was devoted to an explanation of the structure and schedule of the workshop. This was followed by a lecture by the workshop director. The lecture set the stage for the two weeks of work by outlining the three aspects of the ESL lesson: linguistic, semantic, and pedagogical.

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Organization of Small Groups Each participant joined a small group. Each group focused on a semantic area relevant to ABE: Consumer Education, Pre-Vocational (2 groups), Home and Family Life (2 groups), and Community Life (2 groups).

Organization of Foreign Language Classes Each participant took part in a 2-hour language class in French or Spanish, depending on which language the participant did not know. The language classes were designed with three points in mind: to put the participants in the shoes of a language learner and consequently to increase his sensitivity to the problems of his own ABE students; to parallel and re-inforce the several ESL techniques presented throughout the workshop; and to give the participants a basis (16 hours) in French or Spanish.

Introduction to English Grammar The linguistic aspect mentioned in the introductory lecture was further explored by the workshop director in a lecture devoted to the use of "The Grid"--a simplified chart of English verb phrases and their various transformations. The purpose of the grid was to give the participants a means of controlling the linguistic complexity of lesson plans they would be writing. In addition to the grid, each participant was given a copy of Insights into English Structure, a programmed workbook in English grammar. The participants were asked to work through the book at their own pace.

D. ESL Techniques--First Week

On Tuesday the first ESL technique was demonstrated. The Direct Method Conversational Technique (see appendix) was presented through a closed-circuit video set-up. The participants watched as the ESL demonstration teacher presented a lesson with the demonstration class. The demonstration class consisted of 17 ESL students ranging in age from 35 to 15, with the majority being French speakers from Montreal--2Spanish speakers were added to the class.

The workshop director commented on the lesson before and after the presentation, and immediately after the lesson there was a brief general discussion on the conduct of the lesson. For the remainder of the morning the participants met in small groups to plan a lesson similar in technique and linguistic complexity to the model lesson, but focused on the semantic area of each small group. Some groups chose to prepare one lesson while in other groups, each member prepared his own lesson or teamed up with two or three other group members.

On the following day, each group peer-taught the lesson or lessons they had prepared. (Consult schedule for a clearer picture of the pattern of work during the workshop.)

On the following days, three more techniques were observed, planned, and peer-taught. The techniques were: Graphic Information Conversation, Ritual Dialogue, and Micro-Wave Conversation.

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E. Additional Events--First Week

1. Cross-Cultural The cross-cultural component of the workshop was optional. 24 (approximately half) of the participants took part. On Monday evening a dramatic reading of Ionesco's "The Lesson" was presented by SIT students. The play's theme was the symbolic murder of a student by a teacher who forced the student to learn nonsense while the teacher was oblivious to the needs of the student.

On Wednesday evening a panel of SIT staff members discussed the relevance of cross-cultural communication to ESL teachers.

On Thursday evening a movie, "Wolfe and Montcalm" was shown.

On Saturday, a bus brought the participants to The School for International Training where they encountered entry into a simulated culture (Internacia). The participants were confronted with several situations which were designed to produce mild "culture shock." The situations were: immigration procedures, a welcome ceremony, a religious ceremony, and a dining ceremony. The SIT staff and students (Internacians) affected several behaviour patterns to intensify the experience. English was not used; a "native dress" was worn; gestures, rituals, and eating customs were also used. The exercise was followed by a film "The Chairy Tale" and a general discussion on sensitivity to others and other ways of life.

2. ABE Mr. William Newsom outlined on Tuesday afternoon the history and purpose of ABE. Mr. Newson was available in the resource center throughout the week for individual consultation.

3. Evaluation On Friday morning the participants met to evaluate and to give feedback to the staff. Several suggestions were made which affected the schedule and program of the second week.

F. ESL Techniques--Second Week

The pattern of work during the second week was basically similar to that of the first week with the following changes:

The demonstration class was observed live, rather than through closed-circuit TV. The small group planning sessions were made optional, allowing participants to work on their lesson plans individually. The small groups continued to meet, however, and most participants preferred discussing and planning the ESL techniques in the small groups. The peer teaching was dropped, and each group was given the opportunity to teach the demonstration class for a one-hour period. Most groups broke the demonstration class into three smaller classes to allow for more teaching time. Those participants who requested video taping were taped and allowed to view the re-play.

The techniques presented during the second week were: AV Dialogue, Operation, Narrative. In addition, a fourth technique, Dialogue and Role Play, was presented, although the participants were not asked to plan and practice-teach this method.

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G. Miscellaneous ESL Presentations

On Tuesday, Margaret Kielty presented a two-hour demonstration of multi-level teaching. Miss Kielty demonstrated how a teacher could use one basic lesson and teach advanced, intermediate, and beginning students with the one lesson. A discussion period followed.

On Wednesday, a video tape was shown demonstrating 5 types of drills. (see appendix). The workshop director conducted a question and answer discussion throughout the showing of the tape.

On Friday morning, the workshop director presented a summary lecture, reviewing the two weeks of the workshop and attempting to explore some of the theories of second language acquisition which underlay the various techniques presented during the workshop.

H. Other Activities--Second Week

1. Two panel discussions were held at the request of the participants. An attempt was made to draw upon the talents and resources of the participants themselves by staffing the panels with interested participants. Mr. Newsom chaired the first panel "Special Problems in Teaching Adults" and Mr. Couvillion chaired the second panel, "Reading and Writing."

2. A "Country Fair" was set up for Thursday morning with key staff members and participants manning "booths" in several locations. Topics that were offered were "Commercial ESL Materials," "Video-Tape Operation," "Teaching in Correctional Institutions," and "Teaching the Disadvantaged."

FIRST WEEK

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	M	T	W	TH	F
8:00	Orientation to Workshop and Introductory Lecture on ESL -Clark & Staff	Observation of Direct Method Conversational Exch. (DMCE) - Bennett	Peer Teaching of DMCE	Peer Teaching of GIC or RD	Peer Teaching of MCW
9:00			Observation of Graphic Information Conversation (GIC) and Ritual Dialogue (RD) -Clark	Observation of Micro-Wave Conversation (MWC) -Bennett	Evaluation of First Week -Clark & Staff
10:00		Small Groups: Discussion and Lesson Planning of DMC			
11:00	Small Group Organization		Small Groups Discussion and Planning	Small Groups: Discuss and Plan MWC	Preparation for Saturday Cross-Cultural Exercise -Shapiro
12:00	Lunch				
1:00	Spanish & French Classes or Individual Study*	"ABE" -Newsom	Language Classes or Individual Study	Language Classes or Individual Study	FREE
2:00					
3:00	Individual Study or Spanish & French Classes	Individual Study Spanish & French Class	Individual Study or Language Classes	Individual Study or Classes	
4:00					
5:00	*Assigned Reading New Departures in TESOL		Free	Free	
6:00	Dinner				
7:00	Lecture on "The Grid" -Clark	Individual Study Spanish & French	Panel Discussion: Cross-Cultural Communication -SIT Staff	Movie: Wolfe & Montcalm	
8:00	Free				
	"The Lesson" -SIT Students				

SECOND WEEK

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	M	T	W	TH	F
8:00	General Meeting	Practice Teaching (1 Group)	Practice Teaching (1 Group)	Practice Teaching (4 Groups) and "COUNTRY FAIR"	Summary Lecture -Clark
9:00	Observation: AV Dialogue -Clark	Observation: Operation -Ploener	Observation: Narrative - Bennett		Evaluations by Groups
10:00	Small Groups or Self Study or Practice Teaching (1 group)				Final Administration
11:00		Panel: Teaching Adults -Newsom	Panel: Reading & Writing -Couvillion		
12:00	Lunch				
1:00	Lang. Classes Individual Study	Demonstration: Multi-Level Class - Kielty	Video Tapes: Language Drills -Workshop Staff Preparing Tapes -Clark & Brown	Observation: Dialogue & Role Play - Clark	Departure
2:00	Ind. Study Lang. Classes			Free	
3:00		Lang. Classes Ind. Study	Lang. Classes Ind. Study	Lang. Classes Ind. Study	
4:00	Free				
5:00		Lang. Classes Ind. Study	Lang. Classes Ind. Study	Lang. Classes Ind. Study	
6:00	Dinner				
7:00				Presentations and Citations	
8:00	Free	Free	Free		

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MAINE WORKSHOP

Registration:

On Sunday evening the participants arrived and registered at the campus of the University of Maine at Presque Isle.

Orientation - Monday morning:

Consisted of an exercise in communication in which the participants were given certain tasks to accomplish with people who had a vocabulary limited to words printed on a number of cards.

Lecture:

A lecture was given on the basic aspects of communication and language.

Organization of groups:

It was ascertained through discussion with the participants that there were three types of people present: 1) administrators, 2) English teachers, 3) Home and Family Living teachers. On this basis we divided the participants into three groups.

Presentations:

During the Vermont workshop, Video-Tapes were made of the model class and master teacher. These tapes were presented as a means of initiating discussion in the three interest centered groups.

The ESL group concerned itself with working in the ESL field. The administration groups planned an evaluation of the week and discussed problems in administering ABE programs. The third group, which was concerned with Home and Family Living discussed new approaches to teaching their skills.

Other Activities:

Discussion of cultural problems in language learning and the particular problems which were encountered in the unique St. John valley region. Most of the participants were from that region and were quite involved with the culture on both sides of the border between Maine and New Brunswick.

Registration -- Sept. 26
Depart for Augusta--Oct. 1

ESL WORKSHOP (ABE)

SEPTEMBER 26 -- OCTOBER 1

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:00	LANGUAGE	PLANNING & DEMONSTRATION Technique #1 "GRAPHIC INFORMATIONAL CONVERSATION" (groups)	DEMONSTRATION OF Technique #2	DEMONSTRATION OF Technique #3
9:00	INSTRUCTION			
10:00				
11:00				
12:00	LUNCH			
1:00	GROUP DISCUSSION	VIDEO TAPE DEMONSTRATION Technique #2	CROSS-CULTURAL DISCUSSION (groups)	SUMMARY-DISCUSSION AND EVALUATION
2:00	LANGUAGE INSTRUCTION	PLANNING A PRESENTATION Technique #2 "RITUAL DIALOGUE"		
3:00	THE "GRID"--Clark		EVALUATION OF ABE-ESL MATERIALS	
4:00				
5:00				
6:00	DINNER			
7:00	DEMONSTRATION Technique #1		THEORIES OF LANGUAGE LEARNING	

NEW ENGLAND FOLLOW-UP WORKSHOP

November 12th - 14th

The participants who were involved in the workshop in August were invited back to The School for International Training for the weekend of November 12th, 1971. The purpose of the weekend was primarily to give the participants an opportunity to share their ideas and problems about teaching.

Each participant was requested to come prepared with a "show and tell" of about thirty minutes in duration. This was their opportunity to share a technique or lesson that they had found useful.

On Saturday morning Mr. Clark did a lesson on communication with the group. This was followed by a discussion. In the afternoon the group worked on developing lesson plans.

Sunday was devoted entirely to the presentations given by the participants. The group departed after lunch. Thirteen participants came for the follow-up weekend. After the completion of the weekend these participants received their academic credits for participation in the workshop.

MAINE FOLLOW-UP WORKSHOP

January 31 - February 5

During the week of January 31st through February 5th two representatives of the School for International Training went to Aroostook County, Maine. The main purpose of the trip was to visit the participants, from the Presque Isle workshop in their classrooms.

Teachers were visited in Presque Isle, Houlton, Fort Kent, Grand Isle, Lille and Van Buren. It was observed that the teachers had gained some

insight into ESL methodology. Also it was noted that there has to be more work done in the writing and reading skills area.

After the visitations had been completed the Maine participants of the ESL/Workshop were certified as having completed the requirements for receiving credit for the workshop.

EVALUATION QUESTIONNAIRE

For

ABE/ESL WORKSHOP

FIRST WEEK

Directions: Please rate the following activities, presentations, facilities, etc. on a scale from 1-5.

1 = Worthless
2 = Poor
3 = Acceptable
4 = Good
5 = Very Good
0 = No comment/Not applicable

Additional comments, adjectives, etc. would be appreciated.

_____ 1. Lecture on "Linguistics, Semantics, and Pedagogy."

_____ 2. French class.

_____ 3. Spanish class.

_____ 4. English grammar session: "The Grid."

_____ 5. The play: "The Lesson"

_____ 6. Observation of ESL Classes.

_____ 7. Lesson Planning Sessions in small groups.

_____ 8. Peer-Teaching Sessions.

_____ 9. Library/Resource Center.

_____10. Lecture on ABE by Bill Newsom.

_____11. Cross Cultural Communications Panel.

_____12. Assigned Readings: Cooper & Hall.

_____13. Film: The Boy Next Door.

_____14. Film: Wolfe and Montcalm.

II. How do you feel about the first week of the workshop?

III. What suggestions would you make for the second week?

RESPONSES ON FIRST WEEK EVALUATION OF ABE/ESL WORKSHOP

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NO COMMENT/DIDN'T ATTEND	WORTHLESS	POOR	ACCEPTABLE	GOOD	VERY GOOD	
1	-	-	4	16	25	Lecture on Linguistics, Semantics and Peagogy
-	-	-	-	3	43	Second Language Classes (French, Spanish)
6	-	4	11	13	12	English Grammar Session: The Grid
15	2	4	8	7	10	The Play: "The Lesson"
1	-	12	17	8	8	Observation of ESL Classes
-	2	8	9	15	12	Lesson Planning Sessions in Small Groups
-	-	6	9	18	13	Peer Teaching Sessions
5	-	2	13	15	11	Library/Resource Center
2	1	2	10	15	16	Lecture on ABE with Bill Newson
17	1	-	3	9	17	Cross Cultural Communications Panel
6	-	2	11	16	8	Assigned Readings: Cooper & Hall
11	2	4	9	11	9	Film: "The Boy Next Door"
25	-	5	8	6	2	Film: "Wolfe and Montcalm"

pecific Comments on categories above:

econd Language Classes: "Now understand how difficult it is to learn a new language. Have greater sympathy for the students."

bservation of ESL Classes: "Would be excellent but for poor TV Equipment."
"Need more details about what we are looking for in TV. They are the crux of the program."
"Started slow but gradually became interesting. I enjoy working with the ESL Students. First two TV presentations were poor."

mall Group Sessions: "Writing of formally structured lesson plans appears a bit artificial."
"Mornings painfully long precisely because lesson planning leaves a bad taste. Preference is lectures, panel discussions and formal or informal exchanges."

RESPONSES ON FIRST WEEK EVALUATION - Page 2

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Question: How do you feel about the first week?

Assorted Responses:

* Dedicated staff. Lousy accommodations. Poor resource material. Excellent language situation.

* Friendly atmosphere. Instructors well prepared and competent. Food fantastic.

* A stimulating week. *Very worthwhile.

* High expectations and things were even better!

* Staff very good but they need more experience in the ABE field. Not aware of problems of ABE.

* First shock was not completing course for 4 credits at the Academy. However, the program shows great promise of developing into fine institute.

* Much was learned and much more is left to learn.

* Very informative and worthwhile. Contact with peers, idea sharing helpful, demonstrations, lectures very meaningful.

* Much has been accomplished, especially by student contact with each other.

* Warmth, friendly atmosphere. Educational, informative, interesting. Instructors and staff have worked extremely hard in expediting an organized program for the participants. The workshop program appears to be applicable to the Louisiana group.

* Satisfaction: learning by doing, direct observation and participation. Schedule organized for us, grouped around different activities; flexibility for free time to pursue related and other interests. Comfortable social assimilation and exchange during daily contacts. Sense of accomplishment in disciplining my own use of time. Feel as though my comments from another ABE institute had been incorporated and effected. An opportunity to hear someone talk about ABE who "knows" learning by doing approach. Lively students to observe. Specified techniques. Resourcefulness of staff greatly appreciated. Meals are excellent.

* Great experience and beneficial. I can now contribute more to our community. Will certainly be a better teacher.

* Interesting, and, a little disappointed.

* The past week has been one of the greatest and most beneficial experiences of my life. The really fine things have more than made up for the less adequate things. More confidence, now, to become involved in a new field of teaching!

RESPONSES TO FIRST WEEK EVALUATION - Page 3

QUESTION: What suggestions would you make for the second week?

Responses: The 8 most common suggestions -

* Find means to utilize more of the talents represented by the participants. Either in panels, discussions, lectures.

* In some way find time to emphasize more the specific problems of ABE.

* Involve the participants in ESL teaching of the English students.

* More observation of ESL Classes - but with more direction and better Video-Taping techniques.

* Cutting the language classes in half. Emphasizing techniques and less on "learning the language."

* No more lesson plans.

* Allowing for participants to either change small groups or observe others.

* More information, lectures from Mr. Clark. Also, for him to circulate and sit in on group sessions.

Other suggestions -

* Lessons or demonstrations on:
  - how to plan for a 2-3 hour ESL class
  - Games for ESL in ABE
  - The importance, or place of English idioms in ESL

* Better communications - announcements posted (not merely handed out at dinner.) Too much that is important is either being done or announced at night.

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RESPONSES TO THE EVALUATION QUESTIONNAIRE FOR THE ESL INSTITUTE - August 13, 1971

(36 questionnaires returned)

I. THINKING BACK TO THE START OF THE WORKSHOP, WHAT BENEFITS DID YOU MOST HOPE TO GAIN BY PARTICIPATION?

32 Persons indicated that they came to study new methods and techniques in ESL teaching. Some specified ESL/ABE classes. Many commented on wanting to investigate new printed materials and resources in the field. Five persons mentioned that they hoped to learn about language and cultural interferences for the ESL student. About 10 specified that they came hoping to share experiences and problems with other teachers and administrators.

One specific comment: "After attending another 2-week workshop last summer, I used the AIM system of teaching ESL. My people were very pleased to be doing so much oral work. After several sessions I realized that they were tiring of the drills and repetitions. I was becoming stale. I hoped to gain new methods and techniques to combine with the AIM system in order to fill my three hour session. I feel that varying my approach to teaching will keep their interest high and break the monotony of the drill."

2. CHECK THE ONE PHRASE THAT BEST INDICATED THE EXTENT TO WHICH PARTICIPATION IN THE WORKSHOP HELPED YOU TO ACHIEVE YOUR OBJECTIVES IN ATTENDING.

Not at all	0
In a few ways	2
Moderately, in several ways . . .	5
Many objectives were achieved. . .	20
Almost entirely.	9
	36

3. WRITE THE ONE WORD THAT BEST DESCRIBES YOUR GENERAL FEELING ABOUT THE WORKSHOP.

Excellent (7) - great (3) - wonderful (3) - fair (2) - satisfactory (2) splendid - impressed - fantastic - mixed - experimental - good - very good - great satisfaction - interesting - helpful - determination - togetherness - warm - worthwhile - enlightening and enjoyable - fulfilling - dynamite - enthusiastic - commonality.

4. WRITE THE ONE WORD THAT BEST EXPRESSES YOUR REACTION TO THE CONTENT OF THE WORKSHOP.

Excellent (4) - helpful (3) - great (2) - splendid - surprised - exceptional - formidable - practical - satisfied - fair (3) - superior - constructive - unique - commendable - appropriate - extremely helpful - beautiful - stimulating - needed.

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5. IF YOU HAD THIS WORKSHOP TO DO OVER AGAIN, WHAT TYPES OF INFORMATION, LITERATURE, ETC. WOULD YOU WANT TO RECEIVE BEFORE YOUR ARRIVAL TO THE WORKSHOP?

(7) - indicate no change, information sent out was complete
(12) - wanted more details on content, set-up, daily schedule
- more about methods to be discussed during program
- more information on housing and clothing to bring
(2) - books on the School for International Training "would have been acceptable and highly motivating"
(2) - more information on credits and requirements for credits
- "nice to anticipate degree of student involvement, participation"
- more encouragements to bring work, books, experiences from home
- participant lists
- clarification of travel reimbursements
- outline of introductory and closing statements by Ray Clark
- information on credits, travel, stipends, dependency allowances, etc. should be sent out before or with the application/questionnaire and NOT afterwards.

6. FOR EACH OF THE FOLLOWING ASPECTS OF THE WORKSHOP, PLEASE CHECK THE ONE PHRASE THAT BEST INDICATES YOUR REACTION:

(Many persons also included comments which are given below.)

A. THE LENGTH OF THE WORKSHOP:

Should have been shorter.	3
About right	27
Should have been longer	6
	36

B. THE NUMBER OF FORMAL PRESENTATIONS: (Lectures, panel discussions, etc.)

Not adequate	9
About right	25
Too many	2
	36

C. THE VALUE OF THE FORMAL PRESENTATIONS TO YOU:

Little or none	1
Some	13
A great deal	22
	36

D. TIME SPENT IN SMALL GROUP DISCUSSIONS:

Should have been less	5
About right	23
Should have been more	8
	36

E. OF WHAT VALUE WERE THE SMALL GROUP DISCUSSIONS TO YOU?

A waste of time	0
Some value	13
Beneficial	14
Extremely helpful	9
	36

Comments:
*Could have been more helpful with a more efficient leader.
*Concerned too much with conforming to lesson planning and limited to a large extent interaction between groups.
*Would have liked a better trained group leader.
*Leaders of small groups should have been informed that they were not the teacher nor were the group members students.

F. HOW VALUABLE TO YOU WAS THE CROSS CULTURAL EXERCISE AT THE SCHOOL FOR INTERNATIONAL TRAINING?

Didn't take part.	19
A waste of time	0
Beneficial	4
Extremely helpful, interesting.	13
	36

Comments:
*Chance to experience what a foreigner goes through when he enters another culture.
*Interesting, fun; but did not change preconceived ideas.
*More aware now of how people feel when visiting USA - will try to be more helpful and understanding.
*Opportunity to sense mixed reactions and emotions of being in another culture.
*Want more chance to meet these people!
*It was physically uncomfortable, because of the heat and there was a feeling of not knowing what was going to happen next, or what was expected of us. As a microcosm, it fully served the purpose of providing a situation facing the stranger in a strange land.
*Certainly made one feel frustrated, uncomfortable, and yet excited at the venture of going into a newly found culture. There were moments I wanted to get back on the bus to Vermont Academy! Very glad the weather cooperated.
*I honestly believe that the Cross Cultural Exercise was extremely helpful because it enabled me to understand the worth of my being accepted into another culture. And, how important it is to be flexible in strange and different situations.
*A fascinating experience - one I'll never forget. A little frightening in the beginning. The dinner was completely frustrating to me: bugs on my plate, not sun, etc.
*I'm very sorry I was unable to participate. From the comments it sounded very worthwhile.

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G. WHAT IS YOUR GENERAL ASSESSMENT - IN TERMS OF ITS BENEFIT TO YOU - OF THE OBSERVATION OF ESL CLASSES?

Poor - a waste of time	0
Some value but not worth the time. .	3
Beneficial	11
Extremely helpful.	21
	35

* Probably as good as time for preparation would allow
* Best and most beneficial part of entire workshop
* Less time needed, since method was used in language class too
* Value of this and Foreign Language classes for "sympathy"

* Outstanding staff
* Good methods and techniques - needed more explanation of The Grid
* Some sessions were too long
* The taped portion was difficult to hear, the live presentation extremely helpful
* Extremely helpful in spite of technical difficulties
* Seeing the methods in progress is the best method of understanding
* Was able to see things that I may not have been doing in my own teaching which would improve my own technique
* As an experienced teacher I would like to have taken part
* These were the crux of the program and I learned much from them.

H. WHAT DO YOU FEEL ABOUT THE PRACTICE TEACHING SESSIONS THAT EACH GROUP CARRIED OUT?

A waste of time, poor	3
Some value, but not worth time . .	4
Beneficial.	10
Extremely helpful	18
	35

* We can always learn from others
* A waste to practiced teachers
* Hats off to the Canadian students!
* Helped me tremendously

* Wasn't enough. Lacked leadership
* More practice needed
* Extremely effective / Enriching
* An ideal opportunity to see if the written lesson plan speaks as well

* Wish there had been more time to discuss and view the teaching sessions with Mr. Clark and the staff
* Very worthwhile as I gave and received constructive criticism
* Too much of a crash program. Would have liked the opportunity to observe more classes
* My first teaching experience and I welcomed the practice
* Most valuable, realizing that when you use different methods, and "body talk" and all, it really works!

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I. HOW DO YOU FEEL NOW IN THE SECOND WEEK ABOUT THE FRENCH AND SPANISH CLASSES?

Some value but...	5
Beneficial . . .	9
Extremely useful	22
	36

* Although I may never speak to people who speak Spanish, these classes gave me a feeling of how students in ESL may react
* Was very impressed with Juan and his excellent teaching techniques
* The best part of the workshop
* People from certain areas have no use for Spanish and were scheduled for it

* Sorry they cut out a half an hour in the second week
* Good in that it demonstrated different approaches
* Too long - not intended for us to learn French or Spanish but just to note techniques in practice.

J. HOW VALUABLE TO YOU WAS THE PANEL ON TEACHING ADULTS CHAIRED BY BILL NEWSOM?

A waste of time	3
Beneficial	24
Extremely helpful, interesting.	8
	35

* Panels have a tendency to ramble
* Hearing the experiences of others and techniques used by teachers of ESL controlled by a chairman enables one to be aware of different locales, needs and methods that could be pertinent to one's own situation
* I had heard it before, also chaired by Bill
* Was not necessary

K. HOW VALUABLE TO YOU WAS THE PANEL ON TEACHING READING AND WRITING CHAIRED BY CLAUDE COUVILLION?

Didn't take part.	5
A waste of time	4
Beneficial.	20
Extremely useful, interesting	6
	35

* I feel that teaching on reading and writing as part of the ESL program is extremely important and more time should have been given. Unfortunately the discussion was interrupted time and again by a VIP from Washington so we didn't get much from these.
* A waste of time except for comments from the man from Washington
* Something else would have been better
* It could have been more specific
* It seemed that only Dr. Lynch knew what he was talking about. Reiser was good

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L. HOW VALUABLE TO YOU WAS THE DEMONSTRATION CLASS ON MULTI-LEVEL TEACHING GIVEN BY MARGARET KIELTY?

Didn't take part.	2
A waste of time	2
Beneficial	16
Extremely useful, helpful . . .	15
	35

* I really don't know how she could keep up her pace
* She could have shortened the demonstration of the class/ we got the idea after the first half hour
* This method could be a great success; however her demonstration was too long
* Sharp contrast in amount of materials used by Ray Clark's techniques but both are successful.

* I wish Miss Kielty had taught this lesson to the French students. The pace would have been slower but we would have benefited more. I felt absolutely brow-beaten after this session (from one of the role-playing students)
* Too many examples of poor teaching techniques.

M. HOW VALUABLE WERE THE COUNTRY FAIR DISCUSSIONS?

Didn't take part.	21
A waste of time	3
Beneficial	10
Extremely useful.	1
	35

7. DURING THE WORKSHOP THE LIBRARY WAS AVAILABLE TO THE PARTICIPANTS AS A RESOURCE CENTER WITH MATERIALS IN BOTH ESL AND ABE. PLEASE OFFER YOUR SUGGESTIONS FOR IMPROVING THE BOOK EXHIBIT AT FUTURE WORKSHOPS.

*Not enough time to look over the books (many suggested this)
*Perhaps group leaders should bring their groups in for more observing of books
*Encourage participants to share their own materials
*More varied and concentrated materials should be available, especially in ABE
*Participants should be able to purchase their own books

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8. WHAT PART OF THE WORKSHOP DID YOU CONSIDER MOST BENEFICIAL TO YOU AND WHY?

Very many of the participants indicated that they were unable to single out a single "most beneficial" component since the different parts related so well to each other. 15 questionnaires mentioned the combination of observing classes, discussions and practice teaching while 5 others mentioned the observation of ESL classes combined with the Foreign Language Classes.

The single factor mentioned most often was the observation of on-going ESL classes with non-English speaking students. Second mention was given frequently to the foreign language classes as reinforcing the skills and techniques observed and discussed.

Several persons greatly appreciated the multi-level teaching demonstration as it parallels their own situation. Two participants felt that the most beneficial part, personally, was the practice teaching; both were new to teaching. One participant mentioned the Cross-Cultural Communications Panel and Exercise at the School for International Training.

9. WHAT PART OF THE WORKSHOP WAS LEAST BENEFICIAL TO YOU?

14 participants mentioned that no single part was "least beneficial" since "all was challenging," or "all fit together so beautifully."

5 singled out the panel discussions, specifically those on ABE and Reading and Writing. "Consultants could have taken less time to present their material, except for the Cross Cultural Communications." One person mentioned the"lectures" (without saying which.)

4 spoke of the practice teaching sessions, while one mentioned that there should have been more.

3 mentioned the language classes: "less time would have been enough;" "although interesting, we got too involved in trying to learn the language rather than experience the method."

3 singled out the Video-Taped portion of the ESL Observations.

2 objected to the lesson planning sessions.
2 mentioned the Group Discussions.

2 persons felt that there was too much free time! "Wish there had been more in the program for after 7:30 p.m."

Single mentions were given to the take-home test and to the play, "The Lesson."

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10. WHAT WOULD YOU DO TO CHANGE THE CONTENT OF THIS WORKSHOP FOR NEXT SUMMER IF YOU WERE PLANNING AND DIRECTING IT?

*Make sure that people are selected as teachers of ESL or teachers who work directly with the subject.

*Space the activities - have more practice teaching - smaller groups, maybe and supervised by trained staff - take advantage of professional Foreign Language Teachers for cooperation in training paraprofessionals.

*In all due respect to my extreme self-confidence, I could have never done as masterful a job as was displayed by Ray!

*More planning on the organization of materials; plans of your intentions made known to the participants.

*Stressing that our students be prepared to function socially. Also, games appropriate for adult learning ESL.

*Less hours a day, more social life.

*Much more effort to go into the selection of group leaders!

*A variety of "shock languages." Also, extend the workshop to three or more weeks.

*A course in linguistics, 1 hour daily.

*Include more ABE as many of us work more in this area.

*I question the caliber and method of selection for group leaders.

*Group leaders should be chosen who work well with a group and who are concerned more about the workshop.

*More lectures by experts in ABE.

*Better selection of group leaders.

*Too much lecturing. Should involve more participation of students and participants. Let them become more involved with each other's problems.

*More from Ray Clark, less from the participants who don't seem to have anything new to offer. Except for Cross-Cultural Panelists, panelists and leaders should be more capable.

*I would try to provide more contact with foreigners and the participants.

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11. DO YOU EXPECT TO DO ANYTHING DIFFERENTLY WHEN YOU RETURN TO YOUR JOB AS THE RESULT OF YOUR PARTICIPATION AT THIS WORKSHOP?

20 persons answered Yes, or Certainly, Definitely, etc., adding that they would now incorporate new methods and materials in their lesson plannings, and would strive to use different approaches, etc.

Other assorted comments:

*More understanding towards the adults whom I teach.
*Using the Grid in Lesson Planning.
*I don't think so.
*Better understanding of the needs and problems of the ESL student.

*Intend to apply methods to both ABE classes and my 8th grade.
*Will use new methods in both ESL and Reading Lab. classes.
*Very definitely! My state director and myself have a meeting today to discuss putting some of these new ideas into effect.
*Will use at least one "operation" per session, as well as to diversify my methods in each three hour session.

*Will make every effort to get to know my students and their needs more.
*Have a better idea of myself as a teacher now and this will have a bearing upon my teaching in the fall.
*Everything. How to plan a lesson around a central theme or topic - progression of linguistic and semantic difficulties - variety of techniques - games suggested and used by teachers and participants.
*Certainly, new techniques and more concrete objectives. I will try to involve more people.
*Probably try to cover less material per session than last year.
*Be more concerned with the problems of the adults and to work on an individual basis when doing drill work.

12. HAVE YOU BEEN INVOLVED, OR ARE YOU PLANNING TO BECOME INVOLVED IN ESL TEACHING (OR ADMINISTERING AN ESL PROGRAM)?

15 indicate that they are now working in ESL teaching.
2 say that they are in pure ABE teaching.
4 have ABE classes but feel that this exposure to ESL was very beneficial.
3 definitely plan to go into ESL teaching, apparently for the first time.
5 say that plans are indefinite but that they would really like to go into ESL.
4 say just "no."
2 are administrators.
35

Prepared by workshop participants:

EVALUATION OF THE ABE WORKSHOP

PRESQUE ISLE, MAINE

DIRECTIONS: Please rate the following statements using the scale 1,2,3. Consider 1 as a low rating and 3 as a high rating.

1. 2.5 I can use Minimal Pair Drills to teach ESL classes.
2. 2.3 I could demonstrate the use of Minimal Pair Drills to other instructors.
3. 1.9 I could create Minimal Pair Drills.
4. 2.8 I am aware of the difficulties encountered by a person in a foreign culture.
5. 2.7 I could use Substitution Drills in ESL classes.
6. 2.4 I could demonstrate Substitution Drills to other instructors.
7. 2.0 I could create Substitution Drills.
8. 2.1 I can use "The Grid" to control the content of ESL lessons.
9. 1.4 I could demonstrate the use of "The Grid" to evaluate the relevance of a lesson.
10. 2.7 I could plan an operation.
11. 2.7 I could teach an operation.
12. 2.4 I could demonstrate an operation to other instructors.
13. 2.3 I could demonstrate to other instructors how to conduct an AV Dialogue.
14. 2.5 I could teach by using an AV Dialogue.
15. 2.3 I could construct an AV Dialogue.
16. 2.0 I could use Transformation Expansion in teaching ESL classes.
17. 1.5 I could demonstrate to other instructors a Transformation Expansion.
18. 1.6 I could construct a Transformation Drill.
19. 2.3 I could construct a Role Plan exercise (Mrs. Grey).
20. 2.2 I could demonstrate to others a Role Play exercise.
21. 2.4 I could use a Role Play Exercise to teach an ESL class.
22. 2.8 I could construct a "Narrative Spiel" (Max)

23. 2.3 I could demonstrate to their instructors a "Narrative Spiel."

24. 2.6 I could use a "Narrative Spiel" in an ESL class.

1. State one way in which you could use the information gained in your own situation.

   Most frequent comments:

   1. Very practical suggestions for creating own material.
   2. Know how to use ESL texts better.
   3. Better understanding of student's difficulties.

2. What suggestions would you make to improve the format, materials, and handouts for a future institute?

   Most frequent comments:

   1. Need more training on reading and writing.
   2. Video-tapes too long. Live class demonstrations would be better.

COMMENTS

The results shown are the average of all responses. In several cases, the participants did not respond to the question. This was a result of dividing the participants into three groups. None of the three groups were exposed to all the techniques. Thus, some participants did not respond to techniques they had not observed.

The ratings indicate that the majority of the responses fell in the 2 and 3 range.

SECTION III

APPENDIX

Contents

pp.	1-9	ESL Techniques (Guidelines)
pp.	10	Transformation Grid
pp.	11-15	Bibliography of Resource Center
pp.	18-19	List of Staff and Participants

DIRECT METHOD CONVERSATIONAL EXCHANGE

Guidelines

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1. The term direct method indicates that there is no use of the students' native language.

2. Typically, the class centers around the manipulation of a concrete object or objects.

3. The language involved is conversational. Hence, contractions and other colloquial features are used.

4. The class itself should be conversational in tone, and the conversation being practiced should have a high degree of potentiality, i.e. it could happen outside the classroom.

5. Usually, the exchange is a question and answer. With several objects involved, the potentially different questions and answers is high.

6. Sometimes 2 or 3 closely related exchanges can be taught as part of one lesson.

7. The exchanges should concentrate on only one new major structural feature and its transformations, if transformations are involved.

8. A suggested procedure is as follows:

   A. The teacher presents the new vocabulary. Meanings are clarified, and a few repetitions may be done.

   B. The teacher models the exchange, clarifies the meaning of the exchange and calls for repetitions of the answer.

   C. The teacher asks the question and the students answer. Repetitions may be done when necessary.

   D. The teacher directs the students to ask and answer each other. Repetitions of the question may be necessary. The teacher monitors the exchanges and corrects when necessary.

RITUAL* DIALOGUES

Guidelines

1. A ritual is a classroom exchange that is performed like a conversational ritual such as: "How are you?" "Not bad, thanks."

2. The ritual centers around an activity that is performed regularly in the classroom.

3. Humor can enter into the exchange.

4. The teacher has at his fingertips a number of such rituals for anticipated eventualities such as: late student, break time, are you tired?, no homework, mistakes.

5. The ritual is introduced at the point when the need first arises. This can be staged.

6. The ritual is taught as a memorization item with the students memorizing only the appropriate part of the response.

7. The ritual, once memorized, re-occurs when the occasion demands.

8. Linguistic control need not be very tight since the dialogue is memorized.

9. The dialogue should be short: 4 - 6 lines.

* The word ritual and the technique have been borrowed from Dr. Alex Lepson of Harvard University.

GRAPHIC INFORMATION CONVERSATIONAL EXCHANGE

Guidelines

1. The focus of the lesson is information that is contained in sources such as maps, charts, diagrams, schedules, tables of statistics, graphs.

2. Typically, the information involves numbers, symbols, and names.

3. The source should contain enough information to produce at least 30 different utterances.

4. Exchanges are developed around the information - usually 1 to 3 exchanges can be accomplished in an hour.

5. Procedure:

   A. The teacher introduces the source and may conduct repetitions of the new vocabulary.

   B. The teacher models the exchange and clarifies the meaning.

   C. The teacher causes practice of the exchange by asking questions. The students respond. The teacher corrects when necessary.

   D. The teacher can have the students ask him questions.

   E. The teacher has students ask and answer each other.

MICRO-WAVE* CONVERSATIONS

Guidelines

1. The conversation is brief, usually one or two paired exchanges. The first part of the exchange is the stimulus, the second part, the response.

2. A limited number of vocabulary is used within the exchange.

3. The exchange should be conceivable, i.e. it should be useable outside the classroom.

4. It need not focus on tangible objects.

5. The exchanges are typically, but not necessarily questions and answers. They could also be commands and responses, statements and counter-statements.

6. The exchange should allow the student to communicate real information.

7. The procedure:

   A. The teacher presents the new vocabulary, meanings are clarified and a few repetitions may be done.

   B. The teacher models the exchange and clarifies it.

   C. The teacher conducts repetitions of the response.

   D. The teacher poses the stimulus and elicits "free" responses.

   E. The teacher conducts repetitions of the stimulus.

   F. The teacher directs the students to pose the stimulus, and the teacher responds.

   G. The teacher directs the students to pose the stimuli and give responses to each other.

* The term micro-wave applied to language lessons was first coined by Dr. Earl Stevick of the Foreign Service Institute.

AV DIALOG

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1. A dialog need not be done with AV aids. However, by using pictures it is more believable and the dialog from first presentation throughout the lesson can be viewed as two other people talking to each other. Without the pictures, the students are usually asked to role-play the parts, and the lines are not really their lines, but are lines that they are asked to accept and use.

2. If a dialog is used, it is probably better to have the students ask and answer questions about what is being said, rather than imitate what is said.

3. Dialogs should remain within 12 lines. The sentences for each line should be relatively short.

4. Dialogs can be "seeded" with structural points, but be wary of stretching credibility to the breaking point.

5. Procedure:

   A. The teacher presents the dialog--previously taped, if possible, to show more distinctly the two voices.

   B. Meanings are clarified.

   C. A few repetitions may be done.

   D. The teacher takes apart each line of the dialog with question words or "spoken blanks."

   E. The teacher can have the students repeat the dialog with the key question--"What does _____say?" and the corresponding direct quote, "_____says _____." The tenses may be varied for additional practice, i.e. "What did _____ say when _____said_____?"

   F. Finally, the teacher can ask the students to role play.

OPERATIONS

Guidelines

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1. An operation is a series of events or actions which is usually universally known and logically sequenced.

2. Manipulation of an object or gadget usually accompanies the operation.

3. The operation typically can be described in 5 - 10 fairly short sentences.

4. The operation is usually done first as a set of instructions. It can be done again and again, varying the verb tenses.

5. Procedure:

   A. The teacher models the entire chain of statements once.

   B. The teacher goes through the chain again, stopping after each statement to check the students' comprehension.

   C. The teacher conducts cumulative repetitions of each statement in the chain.

   D. The teacher uses cue words or gestures and elicits a "free" response from the student. The teacher corrects when necessary.

   E. The teacher asks each student to perform the operation with no cues.

   F. The teacher can do the operation again, within a different tense context. For example:

      Now I am _____ing
      I _____ed
      I have just _____ed
      I'm going to _____

   G. With more advanced classes, the teacher can have a student perform the operation and interrupt with questions in different tenses. For example:

      Jean, pick up the _____.
      What did you do?
      What are you going to do next?
      Have you _____ed?

NARRATIVE WITH QUESTION AND ANSWER
GUIDELINES

1. The narrative is a short descriptive paragraph based on one or more grammatical points.

2. The narrative can be humorous.

3. The narration is taught indirectly through the application of question words directed at key elements in the narration.

4. The narration usually focuses on one or two structural points, and the questions are directed at manipulation of the structural point. This is a kind of structure drill that at all times has a meaningful referent--the information contained in the picture.

5. A pattern drill can also be built around the information of the picture.

6. The information in the picture may be explicit, implicit, or negative.

7. The lesson concludes with the students making a brief narration, similar to the model, but containing information that is "true" for the student himself.

8. Procedure:

   A. The teacher narrates the picture, using a pointer to clarify. Up to three models of the narration may be required.

   B. During the second and/or third narration, the teacher allows the students to ask questions about the difficult words and expressions.

   C. The teacher asks where, what, how etc. questions about the narrative (8-12 questions) repeating and asking for repetition when necessary.

   D. The teacher may assign roles to class members and directs student-student questioning, such as:
   "Ask _____ what _____ is doing."

   E. Pattern drills to explore a grammatical structure may or may not be used.

   F. The teacher writes selected words from the narrative on the blackboard to help recall narrative.

   G. The teacher reviews and does a rapid reading of the narrative.

   H. The teacher directs the students to tell part of or all of the narration.

   I. The teacher asks the students to answer personal questions related to the theme of the unit.

NARRATIVE SPIELS

GUIDELINES

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1. A narrative spiel may or may not focus on a picture.

2. The narrative spiel with a picture is usually not conversational, but is descriptive.

3. The narrative should contain from 4 - 10 medium length sentences, or about 60 words.

4. The narrative is usually laced with new vocabulary - about one new word per sentence.

5. The narrative should be structurally controlled. Only two or three different verb phrases should appear in a narrative and only one new verb phrase. If possible, the narrative should focus on only one verb phrase. It is best to be mindful of sentence complexity and start with a simple declarative sentence, gradually adding modifying phrases.

6. Procedure:

   A. Teacher reads the narrative once through completely.

   B. Teacher reads the narrative again, stopping after each sentence to check comprehension.

   C. Teacher reads the narrative at rapid speed a third time and ends with a few quick comprehension questions.

   D. Teacher goes through the narrative sentence by sentence, taking the sentence apart by applying question words.

   E. Teacher writes a key word from each sentence on the board and asks students to produce the entire sentence.

   F. Teacher asks each student or selected students to give the entire narrative (the key words should remain on the board).

SOME DRILLS

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Minimal Pair Drill

1. Read the pairs with students only listening.
2. Ask the students to discriminate the sounds.
3. Have the students produce the sounds, first by repetition, second by non-verbal stimulus.

Substitution Drill

1. State the basic sentence and follow immediately with the cue.
2. Have the students produce the sentence with the new item.
3. Confirm the sentence and state the next cue.

Expansion Drill

1. State the kernel sentence and have students repeat.
2. Add a new element and have the students add the new element.
3. Confirm the expanded sentence and add another element.

Utterance - Response

1. State the utterance and the pattern and response.
2. State the second utterance and have the students respond with the pattern.
3. Confirm the response and state the next utterance.

Transformation Drill

1. State or show by example the transformation to be made.
2. State the basic sentence and have the students transform it.
3. Confirm the transformation and state the next basic sentence.

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		A	B	C	D	E	F 1	F 2	G
		wh	+	-	?	-?	+,-?	-,+?	± +w ?
1	Imperative								
2	Hortative								
3.1	Be (am)								
3.2	Be (are)								
3.3	Be (is)								
4.1	There is								
4.2	There are								
5.1	Simple								
5.2	Simple (-s)								
6	Past (Regular)								
7	Past (Irregular)								
8	Future (going to)								
9.1	Present (Pro.)								
9.2	Present Simple								
10	Present Perfect								
11	Future (will)								
12	Modal Simple								
13	Semi-modal Simple								
14	Past Progressive								
15	Modal Past								
16	Semi-modal Past								
17	Passive (Past)								
18	Present Perfect Pro.								
19	Past Future								
20	Past Habitual								

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PART II

WORKSHOPS IN ENGLISH AS A SECOND LANGUAGE

in

BOSTON, PROVIDENCE AND HARTFORD

1972

PREFACE

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The workshops in Boston and Providence had as their goal the improvement of classroom skills of teachers of English as a Second Language. Our plan was to emphasize the teaching of actual techniques that the participants could take into their classroom rather than spending a lot of time on the theoretical aspects of second language teaching. Basically our schedule was to introduce the field of ESL by starting with brief theoretical lectures that would attempt to get the participants thinking about the complexities of language teaching. The linguistic, semantic and pedagogical aspects of a language lesson would be considered separately in these lectures followed by a discussion with problem-solving activities to be carried out in the classroom, in the larger environment of the city, and as an overnight assignment. The underlying theme of these three days of work was to give the participants a feeling of striving for a balance in their lesson plans between the linguistic quantity and complexity (structure of the language) and the relevancy (to the students) of what is being taught. Now that the stage was set (the participants being aware of the basic thinking in second language teaching) the participants could more expertly criticize and analyze the actual teaching techniques that would be covered in two remaining seven days.

Another concern for us was to delve into the cultural considerations of second language teaching. As we in this field are all in the business of teaching people of different lands we must avoid pitfalls in our presentations or use of materials that would be culturally offensive to our students.

We found the teacher participants in Boston and Providence to be highly experienced and enthusiastic groups. There was no problem in covering all the techniques that we had planned for the workshops, discussing each with reference to the linguistic, semantic and pedagogical possibilities that they provided.

PLACE AND DATES

For 11 teachers in the Boston area: July 10-21 Mon.-Fri.

At: Patrick T. Campbell Resource Center
1216 Dorchester Avenue
Dorchester, Massachusetts

For 21 teachers in the Providence area: July 24-Aug. 4 Mon.-Fri.

At: ABE Center
396 Smith St.
Providence, Rhode Island

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DIRECTOR: RAYMOND C. CLARK

Mr. Clark is the Director of the MAT Program at the School for International Training. He has an MA in general linguistics from Brown University and has worked with a number of teacher training programs. Mr. Clark was Director of a program to write programmed texts in Spanish and English which are published by Polydor International.

INSTRUCTOR: ARUN NARANG

Mr. Narang has an MAT in English as a Second Language from the School for International Training. He has worked in teacher training programs in India as a Peace Corps Volunteer. Mr. Narang is a co-author of an ESL text which is being used by middle schools teachers in the state of Madhye Pradesh, India.

INSTRUCTOR: DONALD BOUCHARD

Mr. Bouchard has an MAT in English as a Second Language from the School for International Training. He was a TEFL teacher in Brazil as a Peace Corps Volunteer and has taught ESL in non-English and ABE programs in New Bedford and Fall River, Massachusetts.

SCHEDULE
BOSTON and PROVIDENCE

1st WEEK

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	Non-verbal Introductions		Pedagogical elements of a lesson	Country X	Graphic information conversation exchange
Afternoon	Linguistic element of a lesson	Semantic element of a lesson	Discussion of "Communication Techniques" by Schumann	Silent Way	Table Talk
			Block game	Ritual Dialogue	Games
Morning	Narrative with question and answer	Kenneth	2nd WEEK Discussion of "New Departures in TESOL Material" by Hall	Controlled Converation	Games
				Ways to present dialogues	Sharing of ideas - participants presentation
Afternoon		Narrative Spiel	Action Chain (Situational Reinforcement)	Stick figures	
			Operation	Summary (Airplane cockpit)	Evaluations

READINGS

1. New Departures in TESOL Materials - Eugene Hall
2. "English as a Second Language in Adult Basic Education Programs"-Dennis R. Presto
3. Communication Techniques - John Schumann
4. Adapting and Writing Materials - Chapter 3; appendix C - Earl Stevick

FINAL REPORT
AND
EVALUATION

ENGLISH AS A SECOND LANGUAGE WORKSHOP
in
BOSTON AND PROVIDENCE

This report is in two sections: Description and Evaluation. Section I attempts only to describe the activities of the two workshops and to outline briefly the purpose of the activities.

SECTION I. DESCRIPTION OF THE WORKSHOPS

A. Reception of Participants
On Monday morning all members of the workshop staff and participants took part in a brief nonverbal get-acquainted session. The purpose of this session was both social and educational--the importance of and our dependence on language being the educational purpose.

B. Introduction to Workshop
The workshop director gave an explanation of the schedule saying that the first three days of lecture and discussion would set the stage for the rest of the workshop when specific techniques would be introduced. During these first three days the linguistic, semantic and pedagogical aspects of an ESL lesson would be considered.

C. Introductory Lectures

1. The linguistic element of a lesson.
The linguistic aspect mentioned in the introductory lecture was further explored by the workshop director in a lecture devoted to the use of "The Grid" - - - a simplified chart of English verb phrases and their various transformations. The purpose of the grid was to give the participants a means of controlling the complexity of lesson plans they would be writing.
"The Grid" appears in the Appendix.

2. The semantic element of a lesson.
Second language teaching in the past has emphasized control of the linguistic complexity and quantity in a lesson but

very little attention has been paid to the semantic aspect of a lesson. The focus of this lecture was on writing and presenting materials relevant to our students. The workshop director introduced the participants to the Tangibility factor - - - - a way of looking at things a teacher can use to develop a lesson. The T factor being (in order of decreasing tangibility): objects, pictures; graphic information; listening and readings; conversations. In the discussion the participants suggested topics that would be relevant to their students and followed through the T factor with these topics. As an overnight assignment they were asked to choose a topic and bring into class an object, a picture, some graphic-information, a listening or a reading, and a record of an actual conversation that they had related to their topic.

3. The pedagogical element of a lesson.
The final lecture on Wednesday morning dealt with the "how" of teaching English as a Second Language. The characteristics and the supporting theories behind the "classical" Audio Lingual approach were contrasted with the "eclectic" approach. It was suggested that language teaching should resemble real or realistic communication as much as possible, i.e. pattern practice drills are not always a productive activity.

D. ESL Techniques

On Thursday the first ESL technique was demonstrated. One of the instructors using Portuguese as the target language taught the participants a language lesson in the Silent Way. In the discussion that followed the instructors attempted to bring up ideas examplified in this approach. This would be worth the participants' consideration. Some of these ideas were a. emphasis on structure rather than on vocabulary; b. students taking the main responsibility for their language learning; c. language material built around something real but not relevant (colored rods). On the following days the pattern of introducing the various techniques was somewhat different from that of the Silent Way. The other techniques: Ritual Dialogue; Graphic Information-Conversational Exchange; Narrative with questions and answers; Narrative Spiel; Action Chain; Operation; Controlled Conversation and ways to present dialogues followed this pattern:
a. One of the instructors gave a demonstration of the technique using Portuguese, Spanish or Hindi as a target language. [1]
b. A discussion followed with the instructors further explaining the important aspects of each technique and encouraging the students to give their impressions about the technique (its applicability for their students, etc.)

[1] In Providence we had 21 participants while in Boston there were only 11. Because of this for each demonstration the group was divided into two groups with each of the instructors giving a demonstration separately.

c. A preparation of a language lesson in English similar to the one demonstrated by the instructors. When this was done in class the class divided up into several groups - however when it was done as an assignment - it was done on individual basis.
d. And finally the presentation of the participants lesson to the class (the participants were given the freedom to either simply explain their lesson or to do peer-teaching).
For complete description of each technique see Appendix.

E. Additional Events

1. Block games
Wednesday afternoon just before the group broke up for the day, we asked the participants to take part in a communication exercise. Though this exercise is called a game we can learn a lot about ourself by playing it. Its immediate objectives are giving and following directions, listening, describing, asking questions and it involves a growing awareness of the necessity of clarity in speech in order to permit communication. A discussion after the exercise should lead to parallels in teacher/student roles with opinions expressed on ways teachers and students could communicate more effectively to know if what is being taught is actually being learned.
For a complete description of the Block game see Appendix.

2. Country X ... a cultural exercise
Essentially this is an exercise which teaches cultural sensitivity. In a role play situation an American couple are asked to sit down in conversation with a couple from country X in order to discern the values and customs of country X's culture. After about a half-hour the American couple has to ask a favor of the country X couple. This favor will only be granted if the American couple ask in a proper manner, which they can do only if they're sensitive to the traditions, values and customs of the people of country X.
This culture of country X we portrayed was one in which the women were very much the dominant sex. Discussion after the role playing clearly pointed out the necessity for an ESL teacher to look at cultural considerations in developing and presenting language material.
For a complete description of this exercise see Appendix.

3. Table talk*
Four people are chosen from the group to enact a scene from a play, a sketch, or a dialogue that the instructor has prepared. The lines of dialogue have been cut into strips of paper without identification as to the character and are given to the participants in random order. They are then (continued on following page)

*Adapted from a Theater Game technique of the American Shakespeare Festival Company, Stratford, Conn.

asked to act out the scene using only the lines they have been given, in any order, repeating the lines as many times as they like, but adding no dialogue of their own. The results with the participants reciting lines totally out of context, generally prove to be very amusing, but demonstrate quite well the problems of communication. For a description of the scenes used in each workshop, the first taking place around the breakfast table, the second in an ABE/ESL classroom - see Appendix.
This method of presenting dialogues can be used in a classroom situation (for advanced students) mainly for fun, but also to show the students the problems we have in talking to one another with complete understanding.

4. Games
Games which were presented are strictly designed for language teaching and are used to reinforce what students have learned in the classroom. Spelling games, vocabulary games, structure games were played with the participants - giving them a chance to see the values of using games as media of learning.
For a description of the games used see Appendix.

5. Kenneth
We opened Tuesday morning of the second week with a theater game developed by the American Shakespeare Festival Theater. It shows the tendency in all of us to stereotype people. One of the instructors related a story about a math teacher, Kenneth, he had in 6th grade. A teacher he had had a hand in destroying. Kenneth was a tall man, a very thin man ... and he always wore a 3-piece suit. There was very little discipline in Kenneth's class and he finally left in the middle of the school year ... Kenneth's first and last year in teaching.
Though the participants were given very little information about Kenneth the role plays (portraying various stages in Kenneth's life) showed Kenneth as a person with a weak character. From birth to death his peers and his family pushed him around. Only in studies was Kenneth at all successful.
The discussion after the role plays made us all aware not only as teachers but as people, to avoid the pitfalls of stereotyping our students, our peers and anyone in general.
For a more complete description of Kenneth see Appendix.

6. Stick figures
On Thursday afternoon of the second week practice was given in stick figure drawing. The participants attempted to represent very simple as well as complex drawings by using stick figures. The two major ideas that the instructor tried to get across were: a. stick figure drawings are relatively simple to draw - one doesn't need to be an artist; b. they are a very useful teaching tool when pictures or objects of needed visual aides are unavailable.

F. Summary

The final presentation on Thursday of the second week was a summary of the techniques and the theoretical ideas introduced to the participants. This was done by using an analogy of a pilot (a teacher) of an aircraft (class) and what he must do to have a "smooth flight" (a good lesson). An airplane cockpit with all the dials on the panel represented dials-relating to the linguistic, semantic and pedagogical elements of a teaching lesson. The careful manipulation of these dials would enable the pilot - teacher to have a very good flight - a good lesson.

For a graphic representation of the airplane cockpit see Appendix.

EVALUATION QUESTIONNAIRE

For Boston Workshop - Results
(10 participants)

1. Thinking back to the start of the workshop, what benefits did you most hope to gain by participation?

   The responses generally indicated a desire for new methods and techniques in ESL teaching: "Different approaches"; "New techniques"; "Exchange ideas"; "New ways to encourage communication", etc.

2. Write the one word that best describes your general feeling about the workshop.

   Responses: helpful, interesting, terrific!, pleased, practical, useful, outstanding, refreshing, worthwhile, involved.

3. Write below the one word that best expresses your reaction to the content at this workshop.

   Responses: satisfactory, relevant, excellent, valuable, constructive, comprehensive, variety, helpful.

4. a. The length of the workshop -
   Should have been shorter - 0
   About right - 8
   Should have been longer - 2

   b. The number of formal presentations (lectures, panel discussions, etc.)
   Not adequate - 3
   About right - 7
   Too many - 0

   c. The value of the formal presentations to you -
   Little or none - 0
   Some - 2
   A great deal - 8

   d. Time spent in small group discussions -
   Should have been less - 1
   About right - 8
   Should have been more - 1

   e. Of what value were the small group discussions to you?
   A waste of time - 0
   Some value - 1
   Beneficial - 6
   Extremely helpful - 3

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continued . . . (Boston Workshop)

f. Using the same number scale, what do you feel about the practice teaching sessions that each group carried out?

A waste of time - 3
Some value - 2
Beneficial - 4
Extremely helpful - 1

Comments - very practical and worthwhile, involvement, very clear, original.

Note: It appears that some participants misunderstood the rating scale as all comments were highly favorable.

5. What part of the workshop was least beneficial to you?

Drills (3); Stick figures (2); Technical presentations; none; some of the games; when students argued; bi-lingual.

6. What part of the workshop was most beneficial to you?

Group interaction (2); emphasis on communication (2); narrative spiel; everything; pedagogical; table talk; narrative with question and answer; participation in techniques.

7. What would you do to change the content of this workshop for next summer if you were planning and directing it?

Nothing (3), more culture background, longer course - aids, books, texts on ESL - more theory, more for advanced students, grouping participants according to background and foreign language, demonstrations with actual pupils, typical class sessions, providing alternatives for students who have expertise in a foreign language as contrasted to those who had none.

8. Do you expect to do anything differently when you return to your job as a result of your participation at this workshop?

All participants said yes and added various favorable comments. Sample: "This workshop will serve two functions: a. enliven my own classes; b. pass on ideas to others.

EVALUATION QUESTIONNAIRE

For Providence Workshop - Results
(20 participants)

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1. Thinking back to the start of the workshop, what benefits did you most hope to gain by participation?

   Most participants were hoping to gain new insights into ESL teaching techniques: "New methods . . . refresh my linguistics and semantics," "Theory as well as techniques," "New aids," "New ideas . . . more rapport with pupils," "Ideas for improvisation," "Material to enliven my classroom teaching," etc.

2. Write the one word that best describes your general feeling about the workshop.

   Excellent (5), enjoyable (2), good (2), great (2), very good, friends, enthusiastic, superb, stimulating, comfortable, rewarding, exciting, enlightening.

3. Write below the one word that best expresses your reaction to the content at this workshop.

   Excellent (5), very helpful (5), inclusive, fine, satisfactory, beneficial, good, appropriate, relevant, versatile, ESL.

4. a. The length of the workshop -
   - Should have been shorter - 0
   - About right - 19
   - Should have been longer - 1

   b. The number of formal presentations (lectures, panel discussions, etc.)
   - Not adequate - 0
   - About right - 20
   - Too many - 0

   c. The value of the formal presentations to you -
   - Little or none - 0
   - Some - 5
   - A great deal - 15

   d. Time spent in small group discussions -
   - Should have been less - 0
   - About right - 17
   - Should have been more - 3

   e. Of what value were the small group discussions to you?
   - A waste of time - 0
   - Some value - 2
   - Beneficial - 7
   - Extremely helpful - 11

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f. Using the same number scale, what do you feel about the practice teaching sessions that each group carried out?

A waste of time	- 0
Some value	- 3
Beneficial	- 6
Extremely helpful	- 11

Comments - only a few participants cared to comment.
Sample: "Some dragged, some would be extremely helpful to me, mostly they were well designed to show the techniques adequately."

5. What part of the workshop was least beneficial to you?

All beneficial (6), some games (4), long presentations by students (2), repetition of methods, stick figures, discussions, lack of techniques for advanced students, linguistic lectures, not enough sharing of ideas.

6. What part of the workshop was most beneficial to you?

Practice teaching (5), demonstrations (3), language review (2), excellent instructors (2), games, role of teacher in classroom, narrative spiel, Silent Way, class participation.

7. What would you do to change the content of this workshop for next summer if you were planning and directing it?

Nothing (6), more demonstrations (2), more explanation before assignments, outline of techniques, fewer games, more methodology, less repetitive exercises, more for advanced students, "I couldn't say," not much, no linguistics.

8. Do you expect to do anything differently when you return to your job as the result of your participation at this workshop?

All - yes - with favorable comments.
Sample: "Yes, I do. Some of the techniques were most helpful to me. I hope to use some of them in my classes according to my group."

ESL WORKSHOP

CHECKLIST

Check each item in which you would feel confident after participating in this Workshop. This is a checklist to see how much information you have gained from your experience with us.

1. _____ I could use the Silent Way method to teach an ESL class.
2. _____ I could demonstrate the use of Silent Way to other instructors.
3. _____ I could construct a Silent Way exercise to teach an ESL class.
4. _____ I could use a Ritual Dialogue to teach an ESL class.
5. _____ I could demonstrate the use of Ritual Dialogue to other instructors.
6. _____ I could construct a Ritual Dialogue to teach ESL classes.
7. _____ I am aware of the difficulties encountered by a person living in a foreign culture.
8. _____ I could use Graphic Information Conversational Exchange in an ESL class.
9. _____ I could demonstrate Graphic Information Conversational Exchange to other instructors.
10. _____ I could plan a Graphic Information Conversational Exchange to teach ESL classes.
11. _____ Theater games have a valid use in the ESL classroom.
12. _____ Theater games were a valid exercise for the Workshop.
13. _____ I could use the Narrative with questions and answers in an ESL class.
14. _____ I could demonstrate the use of Narrative with questions and answers to other instructors.
15. _____ I could construct a Narrative to use in an ESL class.
16. _____ I could use a Narrative Spiel in an ESL class.
17. _____ I could demonstrate the use of a Narrative Spiel to other instructors.
18. _____ I could construct a Narrative Spiel to teach an ESL class.
19. _____ I read all the materials used for discussion.
20. _____ I could use the Action Chain in an ESL class.
21. _____ I could demonstrate the use of an Action Chain to other instructors.

continued . . . .

22. _____ I could construct an Action Chain to use in an ESL class.

23. _____ I could use the Controlled Conversation in an ESL class.

24. _____ I could demonstrate the use of a Controlled Conversation to other instructors.

25. _____ I could construct a Controlled Conversation to use in an ESL class.

26. _____ I have learned new ways of presenting dialogues.

27. _____ I could use Stick Figures in presenting ESL lessons.

28. _____ I could use Minimal Pair Drills in an ESL class.

29. _____ I could use Substitution Drills in an ESL class.

30. _____ I could use Transformation Drills in an ESL class.

31. _____ I could use Expansion Drills in an ESL class.

32. _____ I could use Utterance-response in an ESL class.

PROVIDENCE WORKSHOP - CHECKLIST RESULTS

A - Highest - - D - Lowest

Question number	A	B	C	D
1.	6	5	5	3
2.	8	5	4	2
3.	7	5	3	3
4.	10	8	1	
5.	11	8		
6.	10	8	1	
7.	16	3		
8.	12	6	1	
9.	8	8	3	
10.	10	8	1	
11.	6	6	7	
12.	8	5	6	
13.	15	4		
14.	12	7		
15.	14	5		
16.	13	4	2	
17.	11	7	2	
18.	12	5	2	
19.	9	8	1	
20.	8	8	3	
21.	6	9	3	
22.	8	9	2	
23.	12	7		
24.	10	8	1	
25.	9	9	1	
26.	12	6		
27.	9	7	2	1
28.	12	6	1	
29.	13	5	1	
30.	10	9		
31.	10	9		
32.	10	7	2	

BOSTON WORKSHOP - CHECKLIST RESULTS

A - Highest - - D - Lowest

Question number	A	B	C	D
1.	1	5	4	1
2.	4	6	1	0
3.	3	7	1	0
4.	9	2	0	0
5.	7	4	0	0
6.	9	2	0	0
7.	8	3	0	0
8.	10	1	0	0
9.	9	2	0	0
10.	9	2	0	0
11.	4	4	3	0
12.	4	4	3	0
13.	10	1	0	0
14.	8	3	0	0
15.	10	1	0	0
16.	8	3	0	0
17.	7	4	0	0
18.	8	3	0	0
19.	3	7	1	0
20.	7	4	0	0
21.	7	4	0	0
22.	8	3	0	0
23.	11	0	0	0
24.	10	1	0	0
25.	11	0	0	0
26.	6	5	0	0
27.	1	6	4	0
28.	9	1	1	0
29.	10	0	1	0
30.	10	0	1	0
31.	9	2	0	0
32.	9	2	0	0

PREFACE

As in Boston and Providence, the Hartford workshop stressed the improvement of classroom skills of teachers of English as a Second Language. The workshop was one week in length, and the plan was to provide demonstrations of the ESL techniques without the participants practicing these techniques in peer-teaching situations. Discussions however, were still considered a vital part following the demonstrations.

In addition, the workshop in Hartford focused on ways in which both teachers and teacher-aides could utilize the techniques together in the classroom. The workshop director and the instructors emphasized teacher, teacher-aide cooperation in presenting language material to the students via the various techniques.

During the first day of the workshop, the linguistic, semantic, and pedagogical elements of a language lesson provided the theoretical basis in which the techniques would be presented. The remainder of the week focused on presentations of the techniques as well as cross-cultural exercises designed to make the participants aware of the sensitivities involved in teaching to people from different cultures.

As in Boston and Providence, we found the teacher participants in Hartford to be both experienced and enthusiastic, although the workshop extended over a one week period, it was felt that the discussions generated by the techniques provided interesting insights into second language teaching for everyone involved.

PLACE AND DATES

For 23 teachers and teacher-aides in the Hartford area: Aug. 7-11 Mon.-Fri.

At: Hartford Public High School
Forest Street
Hartford, Connecticut

STAFF

Same staff members as in Boston and Providence

FINAL REPORT
AND
EVALUATION

ENGLISH AS A SECOND LANGUAGE WORKSHOP
in
HARTFORD

This report is in two sections: Description and Evaluation. Section I describes the activities of the two workshops and outlines the purpose of the activities.

SECTION I. DESCRIPTION OF THE WORKSHOP

A. Reception of Participants
On Monday morning all members of the workshop staff and participants took part in a brief nonverbal get-acquainted session. The purpose of this session was both social and educational - the importance of and our dependence on language being the educational purpose.

B. Introduction to Workshop
The workshop director gave an explanation of the schedule, stating that the first day would provide the background for the techniques presented the rest of the week. In the first day, the linguistic, semantic and pedagogical aspects of an ESL lesson would be considered.

C. Introductory Lecture - The linguistic, semantic, and pedagogical elements of a language lesson.

As in the Boston and Providence workshops, the linguistic, semantic and pedagogical elements were discussed in a condensed form.

The linguistic aspect was presented by the workshop director by means of the grid (Appendix) in order to give the participants a means of controlling the complexity of their lesson plans and to suggest that language material be presented in blocks or segments of information.

The semantic aspect of the language lesson paid close attention to the content of language material. The workshop director presented the Tangibility factor (objects; pictures; graphic information; listening and readings; conversations), and as in Boston and Providence workshops, the participants suggested topics that would be relevant to their students. These topics mainly dealt with things taken from the community environment.

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The pedagogical element of the language lesson, the final part of the first day's presentation, recapitulated the linguistic and semantic aspects by a demonstration using the Micro-wave technique*. By means of Esperanto, the workshop director attempted to present a segment of information which the students eventually communicated with each other. It was suggested that the participants would keep in mind that the result of any technique would be communication controlled or free - on the part of the students without any aid from the teacher.

D. ESL Techniques

For the rest of the week (Tuesday-Friday) ESL techniques were demonstrated, using Portuguese and Spanish as the target language. In the discussion that followed, the instructors attempted to illustrate and explain the steps involved in each technique. Generally speaking, the ideas emphasized in the techniques were: implementing material found in the immediate environment; controlled forms of communication followed by free communication; and the students taking sole responsibility for learning material presented.

The techniques presented in the Hartford workshop - Silent Way, Graphic Information - Conversational Exchange, Narrative with questions and answers, Action Chain, Controlled Conversation, and Ritual Dialogues - are to be found in the Appendix.

E. Additional Events

See Part II, Section I - E, description of Boston and Providence workshops.

F. Summary

The final presentation on Friday was a summary of the techniques and ideas introduced to the participants using the analogy of pilot and air-craft. In addition, the participants were asked to bring in ideas and suggestions which they have successfully used in the classroom.

SCHEDULE

HARTFORD

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	Lingustic, Semantic, and Pedagogical	Country X / Silent Way	Graphic Information - Conversational Exchange	Controlled Conversation / Kenneth	Action Chain / Table Talk
AFTERNOON	Aspects of a Language	Block Game	Ritual Dialogue	Narrative with Question & Answer	Games / Summary & Evaluation

EVALUATION QUESTIONNAIRE

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For Hartford - Results
(23 participants)

1. Thinking back to the start of the workshop, what benefits did you most hope to gain by participation?

   Most participants were looking forward to learning better ESL techniques. Some samples: "Insights into the methods best suited for . . . non-English-speaking students who need our services," "More variety," "draw together ideas . . . out of my own experience," "background in teaching ESL," "new methods of teaching ESL," etc.

2. Write the one word that best describes your general feeling about the workshop.

   Beneficial (4), interesting and worthwhile (3), excellent (3), helpful (2), wow!, favorable, satisfactory, practical, great, unique, learning, successful, hopeful.

3. Write below the one word that best expresses your reaction to the content at this workshop.

   Excellent (3), relevant (2), helpful (2), good, expected, satisfactory, informative, fulfilling, involvement, brimful, well-organized, impressed, adequate, pedagogical, materialistic, realistic, student-centered, short, skeletal.

4. a. The length of the workshop -
   - Should have been shorter - 2
   - About right - 5
   - Should have been longer - 16

   b. The number of formal presentations (lectures, panel discussions, etc.)
   - Not adequate - 2
   - About right - 19
   - Too many - 2

   c. The value of the formal presentations to you -
   - Little or none - 0
   - Some - 7
   - A great deal - 16

   d. Time spent in small group discussions -
   - Should have been less - 2
   - About right - 14
   - Should have been more - 7

   e. Of what value were the small group discussions to you?
   - A waste of time - 0
   - Some value - 4
   - Beneficial - 11
   - Extremely helpful - 8

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f. Using the same number scale, what do you feel about the practice teaching sessions that each group carried out?

A waste of time	-	0
Some value	-	2
Beneficial	-	11
Extremely helpful	-	10

5. What part of the workshop was least beneficial to you?

None (9), technical discussion (3), Kenneth (2), "12:00 - 1:00," Large group discussions, games, Silent Way, lectures, repetition, table talk, extended demonstrations.

6. What part of the workshop was most beneficial to you?

Demonstrations (7), everything (6), methods and techniques (4), student participation, culture discussions, structural aspect, Silent Way, Country X.

7. What would you do to change the content of this workshop for next summer if you were planning and directing it?

Make it longer (11), more techniques (2), visual-aids (2), nothing (2), more participation, less "hairsplitting" among participants, more small group discussions, different aspect of ESL.

8. Do you expect to do anything differently when you return to your job as the result of your participation at this workshop?

Almost all "yes" - a few "perhaps" and "hopefully."
The comments were generally good: "I feel that a large part of the material can be adapted if not used as a partial or complete lesson," and "Definitely - I was really bored with myself as a teacher."

APPENDIX:

Refer also to the appendix for the 1971 workshops. The material contained in this appendix was presented only in the 1972 workshops.

THE SILENT WAY *

GUIDELINES

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The Silent Way was designed to subordinate teaching to the learning of languages.

Through the use of colored rods, the main focus is to put the responsibility of learning upon the learner.

The significance of the rods:

- To avoid the vernacular.
- To create simple linguistic situations that are under the complete control of the teacher.
- To pass on to the learners the responsibility for the utterance of the objects shown or the actions performed.
- To let the teacher concentrate on what the pupils say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.
- To generate a serious gamelike situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre, intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.
- To provide the support of perception and action to the intellectual guess of what the noises may mean, thus bringing in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue.
- To provide durations of spontaneous speech upon which the teacher and the pupils can work to obtain a similarity of melody to the one hear, thus providing melodic integrative schemata from the start.

* From Teaching Foreign Languages in Schools, C. Gattegno

ACTION CHAIN (situational reinforcement)*
Guidelines

1. An action chain is a short series of questions and answers designed to elicit natural communication in a lifelike situation.

2. Its approach to language teaching is use-oriented rather than structure-oriented.

3. The student reacts to a stimulus which is real, i.e. an object he can see, an action he can perform or describe. The student is always speaking as himself.

4. The teacher should be able to vary the presentation so that the students will benefit most from the flow of communications.

5. Procedure:

   A. Teacher presents the series - students listen.

   B. Teacher presents the series - students repeat.

   C. Teacher asks questions based on the series - students answer individually.

   D. Students question each other - teacher corrects.

*Based on the method by Eugene Hall at the Institute of Modern Languages in Washington, D.C.

CONTROLLED CONVERSATION
GUIDELINES

1. A controlled conversation is a sentence pattern particularly useful with compound or complex sentences.

2. The conversation can utilize the student's previous knowledge of vocabulary and experiences.

3. The teacher may use this technique to reinforce the grammatical structure.

4. Linguistic control is the special feature of this technique.

5. Procedure:

   A. The teacher presents the pattern and practices it with students.

   B. Each student originates his own version of the pattern - the teacher copies it down.

   C. The teacher then has each student relate what another student has said.

   D. The teacher then questions a student about another student's version of the pattern.

   E. The students then question each other.

BLOCK GAME

This is an exercise in communication as well as a game and you can learn a lot about yourself by playing it. Its immediate objectives are giving and following directions, listening, describing, asking questions, teacher-learner roles and role-playing.

Directions: Two players are placed on opposite sides of a table with a screen between them, preventing either from seeing the other, but permitting conversation. On the table in front of each player are sets of blocks, each containing the same number and shaped blocks. One player is designated (or volunteers to be) the teacher and the other becomes the student.

The teacher begins the problem by choosing a block to build a structure which will eventually include every block. He describes this block sufficiently so that he feels the student has selected the same piece and places it in the position he wants it to be. He wants the end result to be exactly equal on both sides. One by one, each piece is added to the total structure until every piece has been used.

The game is played three times, either with the same people or a different pair each time. (Ideally each successive pair doesn't see the preceding group and thus learn from them, but usually the class or group watches each of the previous matches and generally increases in efficiency by building on past references.)

The first time through, only the teacher speaks. The student listens to his instructions and carries them out as best he can, but he can say nothing.

The second time the teacher is allowed to ask questions which can be answered by the student saying "yes" or "no." This allows the teacher some opportunity to know if the other is understanding (or thinks he is) if he is ready,

if he wants it repeated or clarified, etc.)

The third time through, the student may ask any questions he wants to, and free conversation may take place between the two.

Discussion after each game is crucial, bringing out observations by the class, as well as feelings of frustration, anger, accomplishment, etc. on the parts of the student and the teacher. Discussion should eventually lead to parallels in teacher/student roles with opinions expressed on ways teachers and students could communicate more effectively to know if what is being taught is actually being learned, and if so, how.

COUNTRY X - A CULTURAL EXERCISE

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The class is divided into a number of four-person groups each consisting of two men and two women. One man-wife couple are residents of Country X, the other is an American couple.

The American couple are both reporters of equal ability and experience. In a crowded restaurant in Cairo they see the couple from Country X sitting alone and ask if they can join them. The Americans know very little about Country X except that its capital contains important royal archives which traditionally have been closed to all but a very few foreigners. If one or both of them can enter these archives the reporters will have made an important journalistic coup.

In the first half hour of conversation the Americans will engage the couple from Country X in conversation, trying to determine what are the values and customs of Country X's culture. At the end of the half hour, the question about entering the archives is asked. If the American couple has correctly discerned the culture of Country X the question has to be asked in the proper manner and a yes answer is given. If not, a no answer is given. (Note: this is where the instructions to the American couple end.)

The couple from Country X come from a little known kingdom. The couple are polite, reserved and important citizens of their country. The most striking aspect of Country X's culture, however, is that women are the dominant sex. They hold most of the important positions in the society, they receive the most education and work in the highest paying jobs. The men in the society hold lesser positions or stay at home. They defer to the women in all serious activities and conversations, Country X's society is much more matriarchal than America's is patriachal. The couple from Country X should behave accordingly.

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In talking with the American couple the woman from Country X should do all of the talking on serious subjects, such as politics, economics and culture. Her husband can talk as much as he likes but only about trivial subjects. If he is asked a serious question by the American couple he should always defer to his wife. At the same time, the woman from Country X should direct her serious questions and responses to the American woman, not the man. In fact, she should treat the American husband with some condescension if he asks serious questions of her. If the American husband insists on taking the lead in the conversation, the couple from Country X should show surprise and irritation and try to direct the conversation back to the American woman. If the American man asks trivial questions, however, he should be given a friendly response because he is now playing the appropriate role for a man from Country X.

If the American couple has learned which the dominant sex in Country X's culture is, they will know that at the end of the conversation the American woman must ask the woman from Country X if she can help her enter the archives. If she asks the husband from Country X she will be rejected because the wife from Country X will be irritated that she was not asked first. If the American husband asks either the man or woman he will be given a no answer because it is not his place to ask such a question. But if the American woman asks the woman from Country X the couple from Country X will know that the Americans will not be an embarrassment to them in their own country and will agree to help them.

x Developed by Mike Seratkin and John Deming, International Career Training candidates, School for International Training.

I SCENE

George: Hurry up. I'm late for work!

Martha: Please, George, I'm trying as hard as I can.

Bill: I'll have some scrambled eggs and toast.

Mary: Nothing for me, thank you.

George: I have five minutes before the bus comes.

Martha: Alright; it's ready now.

Bill: Football practice this afternoon. I'll be late.

Mary: Can Louise spend the night tonight?

Martha: You know how I feel about Louise.

Mary: Oh, Mother!

George: Pass the sugar please.

Bill: I've got a date with Helen tomorrow night.

Martha: Don't expect any money from me.

Bill: I've got plenty of my own.

Mary: I guess I'll have some toast now.

George: I've got to go now.

II SCENE

Miss Rogers: Did anyone do the assignment for today?

Jose: No, it was too hard.

Maria: I forgot my notebook.

Miriam: I have it, but with many mistakes.

Miss Rogers: You must do your homework every day.

Miriam: I always do.

Miss Rogers: But you always forget it.

Jose: I have no time for that - I work all day.

Miriam: My husband doesn't like me to study.

Miss Rogers: He doesn't?

Miriam: No, he don't.

Jose: I guess, I just have to drop out of class.

Miss Rogers: No, that is no solution. You must try harder.

Jose: Well, I will try.

Maria: He is just very dumb to learn the English.

Miss Rogers: That is not correct! We say "too" not "very."

TREASURE HUNT

(vocabulary game)

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Before the students arrive into the classroom, 20 or 25 articles should be arranged in plain sight in different places. Objects should not be arranged in a place where one would expect to find them. For example, key should not be placed in a key-hole, etc. Scotch tape may be useful in playing this kind of game. With a little imagination, the objects can be cleverly "hidden" in plain sight.

Prepare a list of the objects, leaving a space for writing beside each item. The list may include: a safety pin, a tape measure, a toothpick, a piece of yarn, a spool of thread, a gummed reinforcement, a sponge, a hairpin, etc.

It is a good idea to keep samples of the objects on hand in case the students do not know what they are looking for. In this way, the names of unfamiliar items will be learned.

Hand each student a list and ask him to write down on the space where he locates the object. He who completes the list correctly is the winner.

The teacher should now go over all the items and show them where each is.

WORDS FROM PICTURES

(word game)

The teacher needs 5 or more pictures cut from magazines. Pictures should show a great number of things. Mark the pictures A, B, C, etc.

Divide the group into several teams consisting of 5 to 6 persons for each team. Assign each team to a picture on the wall so that all the other teams can see them.

The purpose of the game is to ask each team to write down as many items as there are on the picture starting with A through Z. The team which has the most correct answers wins.

QUICK ON THE TAKE

(reinforcement on the part of speech)

The teacher should prepare one or two sets of alphabet cards. He draws one letter at a time and holds it up for all to see, saying at the same time the name of one part of speech, such as: NOUN, VERB, ADJECTIVE, or ADVERB. The player who first gives the correct word receives the card. If no one gives a word within 5 seconds, the letter is returned to the stack. The winner is the one who holds the most cards.

PLAYING STORE

(vocabulary game)

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The teacher prepares before class a set of cards with the letters of the alphabet on them. The students decide upon a kind of store, such as: DEPARTMENT, GROCERY or HARDWARE. As the teacher shows the letters in turn, the student is to say something beginning with the letter shown which can be bought in the store decided upon.

WHO AM I?

(structure game)

The teacher should prepare in advance slips of paper with the names of ANIMALS, FLOWERS, FOOD or VEGETABLES, etc. written on them. One name is pinned to the back of each student, who tries to find out what his name is by listening to the remarks the other students make about him. He may also ask questions of other students about himself, such as: Do I have two feet?; Do I have long ears?; Do I swim?; etc. The student responding to the questions may only answer yes or no.

HOMONYMS AND HOMOPHONES

(reinforcing vocabulary)

The teacher should prepare in advance a list of homonyms and homophones on 3" x 5" cards.

Examples of homonyms: pool; left; fall; kind; mine; cook; orange; rest; well; tie; etc.

Examples of homophones: threw, through; passed, past; no, know; eye, I; new, knew; by, buy; our, hour; here, hear; red, read; week, weak; weigh, way; sea, see; nose, knows; peace, piece; sun, son; etc.

The teacher should say a sentence containing a homonym or homophone to the students in rotation and they should give another sentence in which he uses the pair to the homonym used by the teacher.

THIS IS MY FOOT

(vocabulary game)

The students sit around in a circle, and the teacher or one of the students stands before another student pointing to one part of his body, and naming another.
Thus he might say, "This is my foot" and point to his nose.
The student addressed within 10 counts must respond immediately and do the reverse, pointing to his nose and say "This is my foot."

LIVING WORDS

(spelling games)

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The teacher prepares in advance a list of letters on cards or on the blackboard. The students either in groups or individuals are to use the given letters to form as many words as possible.

Letters such as : A, E, H, M, N, R, S, T, O
The words are: THRONE, REST, MAN, MEN, NORTH, HEART, SHONE, EAST, HAM, ROAST, HOME, STORM, MEAN, STEAM, SHARE, NEAR, ROAM, THOSE, MORE.

VENTRILOQUISM

(structure practice)

The students are paired, a boy and a girl. The teacher asks the girls a question or several questions in rotation. The boys answer.

For example: (to a girl): "Do you know how much you weigh?"
Boy answering: "I weigh about 500 pounds."
The girl says nothing but GESTURES.

(to a boy): "What are you going to do tomorrow?"
Girl answering: "I am going to have a permanent."
The boy says nothing but GESTURES too.

EARTH, AIR, FIRE, WATER

(vocabulary game)

Students are seated in a circle. The teacher or one of the students throws a handkerchief in the lap of any one, saying "EARTH," or "AIR," or "FIRE," or "WATER," and starts counting 10. If he says "EARTH," the student with the handkerchief must name an animal that runs on the earth. If "AIR," a creature that flies; if "WATER," a creature that swims; if "FIRE," the student remains silent. No creature once named can be named again.

CROSSWORDS

(spelling games)

Have each student draw on his paper a rectangle divided by a number of squares. Each student then calls a letter and all the students write the letter in one of the squares of their rectangles. The students take turns until all the squares have been filled. The object of the game is to make as many words as possible, spelling from left to right; right to left; top to bottom; and bottom to top; and diagonally. The student with the most words win.

See the figure in the next page.

BEST COPY AVAILABLE

Example: (from an unskilled player)

T	O	P
E	R	A
A	R	T

Left to right: Top
Era
Art

Right to left: Pot
Are

Top to Bottom: Tea
Pat

Bottom to top: Tap

GAPS

(spelling game)

Provide the students with a list of 4-letter words giving only the first and last letter.

For example: B_ _ K, L_ _ E, S_ _ H, etc.
Other words are permitted such as: BARK, BOOK, BEAK, etc.

The teacher can also use 5-letter words, giving the second and fourth letters:

For example: _ N _ E _ (anger); _ I _ I_ (livid), or the first, third and fifth letter may be given, thus: H _ P _ Y (happy), etc.

Kenneth

BEST COPY AVAILABLE

Instructor relating a "true" incident: I'm from New York City as you may already know . . . I remember when I was in sixth grade . . . in P.S. 99 . . . well my parents had just come over to the States and we didn't have all that much money . . . anyway . . . we didn't live in all that good a neighborhood.

I remember this one teacher in particular . . . Kenneth - we all called him . . . he was our Math teacher . . . a teacher, I suppose I had a hand in destroying . . . and I'll never be able to forget this . . . he was a thin man . . . a tall man and he always wore a three-piece suit.

We played tricks on him . . . worms in his overcoat, etc., etc. . . and he used to get mad I remember . . . real mad and then he shouted, his voice shrieked . . . yes, there was very little discipline in Kenneth's class.

Kenneth left school in the middle of the year . . . his first and last year in teaching.

Rules:

Would you divide up into four groups. The first group taking Kenneth from birth to 10 years of age; second group from 11-20 years of age; third group from 21 - 40 years of age and the fourth group from 41 until death.

In half an hour or so, come up with a short skit(s) about Kenneth. The role plays can be verbal or non-verbal. All the participants in the group must be included in some way.

ABE WORKSHOP
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ABE WORKSHOP
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ABE WORKSHOP
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RECOMMENDATIONS & CONCLUSIONS

1. All participants should be given a chance to be involved practicing each technique demonstrated by the instructors. This opportunity was generally given to the participants. However, there was no time for the participants to practice techniques in Hartford. Practicing techniques allows the students (1) to acquire experience in using the various techniques before using them in the classroom (2) to get feedback from the instructors and other participants in actual teaching situations.

   Because of the practical nature of the techniques, peer teaching and/or discussion is a vital part of the learning process if the participants are to be able to use successfully the techniques in the classroom. Two weeks (5 hrs/day) seem to be enough time for this to be accomplished.

2. For participants to be actively involved, twenty seems to be a feasible number for each workshop, provided that there be at least two instructors. With each instructor taking ten participants in demonstrations, there is enough opportunity for active involvement and discussion.

3. There is a tremendous need for more ESL workshops to take place as long as there are non-English speakers learning English as a second language in Adult Basic Education. From the results of the evaluations, all participants expressed positive results from the workshops. The creative uses of presenting material to students through the ESL workshops for ABE teachers provide the stimulus under which non-

English speaking students can maintain an active interest in learning English. As a result, these students will be assimilated more quickly into American society.

4. Participants in the workshops should be selected on the basis of active or potential teaching of English as a second language. In too many cases there was little likelihood that the participants would have the opportunity to put their newly acquired skills to use. In addition, it is recommended that more teachers from linguistic minority groups be selected and trained.

5. Many ABE-ESL teachers are mono-lingual. Such teachers should begin or be involved in learning a second language appropriate to their immediate environment.

6. Teacher trainers should have ample opportunity prior to the workshop to observe the participant and his teaching.

7. Follow-up should be conducted through staff visitations, rather than through weekend seminars.

8. There is a definite need for a regional resource center for ABE-ESL. Such a center should be staffed by teacher trainers capable of carrying out follow-up visitations and continuing consultation. Such a center should also be involved in advising on materials and curricula, and developing teacher training video-tapes for use in state and local workshops.